

Rhode Island Department of Education
Office of Student, Community and Academic Supports

School Support System Report and Support Plan
Tavares Pediatric/Educational Center
September 28, 2010

SCHOOL SUPPORT SYSTEM

A Collaborative System of Focused Monitoring

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school district, general educators as well as special educators and parents. It is designed to learn if the district meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the LEA and School Site Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the LEA personnel to generate a report, covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with exceptionalities.
 - The quality and effectiveness of programs and services provided by the district.
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team, LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Public Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as resources and time lines to improve programs and services.

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Tavares Pediatric / Educational Center
School Support System Review
September 28, 2010

Team: Jane Keane and Susan Wood

1. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>The Tavares Pediatric Center was established in February of 1983 as a pediatric nursing facility for medically fragile children and young adults.</p> <p>Tavares Pediatric/Educational Center provides special education and related services and supports for students, ages three to twenty-one whose medical and physical needs require skilled nursing care as a part of their school program.</p> <p style="text-align: center;">Mission Statement</p> <p><i>To provide a high-quality, individualized education for students with severe medical and physical disabilities in a therapeutic environment that promotes learning and growth through excellence in teaching and learning.</i></p>	<p>Document</p> <p>Faculty Interviews</p> <p>Classroom</p> <p>Observations</p>		
Result	2	<p>Instructional Strategies and Supports</p> <p>The students attending the Tavares Pediatric/ Educational Center are medically fragile with significant cognitive disabilities. The curriculum features developmentally sequenced skills within the following areas:</p> <p>Motor Skills (Gross Motor) Each student receives daily range of motion, relaxation, weight bearing as appropriate, head and trunk control and other imposed positioning by classroom staff and the physical therapist as outlined in their individualized education program (IEP). (Fine Motor) – This area focuses on activities to develop or enhance the students’ ability to grasp objects in their hands, to swat, reach and touch objects. It also includes activities that provide tactile/kinesthetic stimulation.</p> <p>Sensory Processing Skills and Sensory Stimulation Daily programming aims to stimulate the basic sensory areas (tactile, visual, auditory, vestibular, and olfactory) and encourage integration of these senses with each other. The goal is to</p>	<p>Document</p> <p>Faculty and Parent Interviews</p> <p>Classroom</p> <p>Observations</p>		

		<p>develop awareness, movement, posture and manipulation of the environment.</p> <p>Socialization and Speech/Communication This area addresses the development of each students vocalizations and use of alternate methods of communication (switches, gestures, facial expressions). Goals include developing awareness of others in the students' environment, to display trust and to express preference for an activity and/or person.</p> <p>Self-Care Skills and Daily Living Activities Each student's feeding program is individualized to meet their needs. This area may also include oral stimulation activities, communication skills and instructional strategies and supports.</p>			
Result	3	<p>Use of Assessment and Performance Data to Inform Instructional Practices</p> <p>The Tavares Pediatric/Educational Center facilitates an assessment comprised of two primary skill domains, "Functional Education: Classroom and Other Settings" and "Communication/Cause and Effect." A third primary domain section, "Academics/Cognition/Self –Care", also is available for those students who are eligible for a more traditional academic and cognitive profile. Parts I, II, and III are each one page in length and contain between 9 to 12 functional skills to assess, a weighted prompt code key, definitions, an observation key, a sensory mode checklist, a description and comment section, and a score box. In addition, there are four sub-domains available, "Mobility", "Social", "Cognition", and "Academics" derived from scores related to specific skills. Scores can be used as a base line and benchmark comparison. This data collection process informs progress/regression along with informing curriculum targets.</p>	<p>Document Faculty and Parent Interviews Classroom Observations</p>		
Result	4	<p>Student Planning</p> <p>An interdisciplinary team meets quarterly (or more frequently as</p>	<p>Document Faculty Interviews</p>		

		<p>needed) to discuss each student's progress. Each student is unique and requires individual care plans along with individual education plans.</p> <p>The special education administrator meets with the special education teachers and the certified nursing assistants/teacher assistants monthly to address individual student's progress, instructional strategies, alternate assessment status, family engagement and problem solving. In addition, the special education administrator meets quarterly with the school improvement team to discuss progress on the Tavares Strategic/Continuous Improvement Plan.</p>			
Result	5	<p>Program Continuum</p> <p>There are currently 12 students participating in the special education program at the Tavares Pediatric /Educational Center. Classrooms are designed to meet the developmental groupings of students as identified through needs and chronological age. Residents may either attend the onsite special education program and/or if medically able, commute to a community based school or less restrictive program based on their cognitive and social/emotional abilities.</p> <p>Specialized instruction for students is facilitated by a special educator assigned to each classroom. Each classroom additionally has a certified nursing assistant /teacher assistant assigned along with a variety of therapies and supports (nurses, respiratory therapist, physical therapist, occupational therapist, speech therapists and recreation) individual students require to access their educational program as identified by their IEP. Instructional strategies are aligned to the Alternate Assessment Grade Span Expectations.</p> <p>The Center additionally provides an early intervention classroom and an adult day program.</p> <p>A recreation program is facilitated after school and on weekends providing students with opportunities ranging from field trips to arts and crafts. Events may be theme related with educational and/or functional elements embedded in the activity enhancing social emotional growth. A monthly calendar is established for</p>	<p>Document Faculty and Parent Interviews Classroom Observations Record Reviews</p>		

		<p>faculty and families to share and participate.</p> <p>All students receive musical interaction sessions two to three hours every two weeks.</p> <p>During the school year students at Tavares Pediatric/Educational Center interact weekly with students from the MET School and La Salle Academy.</p>			
Result	6	<p>State of the art renovations provide Tavares Pediatric/Educational Center an educational setting including flexible moving soundproof walls, movable electric overhead lifts, built in oxygen and suctioning machines and adjustable electric mat tables.</p>	<p>Document</p> <p>Faculty Interviews</p> <p>Classroom</p> <p>Observations</p>		
Result	7	<p>Family Engagement</p> <p>Faculty and staff are in communication with families and or guardians' through daily phone contact, program notes and/or email. The Center's Recreation Department hosts a monthly family social for all families whose children attend Tavares.</p> <p>Parents participate quarterly and/or as needed at the interdisciplinary team meetings to discuss their child's progress.</p>	<p>Document</p> <p>Faculty and Parent</p> <p>Interviews</p>		

3. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		<p>The Tavares Pediatric/Educational Center will continue to assist the respective LEAs, that they work with in providing a free and appropriate public education (FAPE) to the students they serve in accordance and adherence to the RI Regulations.</p> <p><i>This is applicable to all items in this section in addition to the record review addendum.</i></p> <p>Record Review</p> <p>Records of approximately three students were reviewed prior to the on-site review by the team leader. Students' records were</p>		<p>Assurances will be provided to the Rhode Island Department of Education, Office of Student, Community and Academic Supports, that compliance issues are addressed and rectified. This Support Plan is applicable for all compliance findings in this section.</p> <p>Timeline: Immediately and ongoing.</p>	

Result	<p>accessible and well organized. The following findings illustrate the themes that emerged from the record review.</p> <p>The record review process identified a number of areas with emerging accuracy. Information posed on the IEP's addressing performance, goals, objectives and progress monitoring were emerging in measurable and quantifiable terms.</p> <p>The Tavares Pediatric/Educational Center is in the process of scheduling professional development for the faculty to meet the challenges of assuring functional progress for its special education student population to improve performance outcomes.</p>		<p>The Special Education Administrator will provide professional development for the faculty to address the writing of comprehensive IEP's.</p> <p>Progress check: April 2011</p>	
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4. TRANSITION					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Result	1	<p>Vocational Assessments – procedures, linkages to transition planning</p> <p>Transition planning is initiated for each student at 14 years of age. Faculty facilitates a comprehensive transition timeline for individualizing transition planning for each student. All transition activities and planning is aligned to student age and student transition outcomes and is incorporated into the student's IEP. Transition activities are planned and organized through a multidisciplinary team including the parents, related service providers, agencies along with students when appropriate.</p> <p>Data collected for transition planning is compiled to inform a holistic approach synthesized to individually plan appropriate programs for students. This data includes the following:</p> <ul style="list-style-type: none"> • Academics/Achievement (reading, math, writing and language) • Aptitudes (verbal, numerical, gross/fine motor, eye-hand coordination, size discrimination and form perception) • Career Interest (expressed, demonstrated and tested) • Behavioral/Social (interpersonal relations, responsibility, confidence and communication skills) 	<p>Document</p> <p>Faculty Interviews</p> <p>Classroom</p> <p>Observations</p> <p>Record Review</p>		

		<ul style="list-style-type: none"> • Medical (general health, vision, hearing, seizures, speech and language) • Work Skills (situational assessment, work site in school, community work study, career exploration) • Learning Styles (following instructions, retention of instructions, attention span, improvement of performance with repetition and organization abilities) <p>Transition Assessments utilized:</p> <ul style="list-style-type: none"> • Ten Sigma – Rubrics for Transition IV: for Students With Severe Disabilities • Pre-Vocational Skills Assessment • Functional Skills Assessment • Employability/Life Skills Assessment <p>Tavares Pediatric/ Educational Center provides all students leaving the high school program and/or who are turning 21 years of age with a Student Summary of Performance.</p> <p>The majority of students educated at the Tavares Pediatric/Educational Center transition into the adult program, however for those students 19-21 years of age, who are more capable of functioning in a less restrictive program, are referred to Developmental Disabilities Division for placement.</p>			
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